



# Explorers Sample Theme Plan: Senior Infants

## 05. Weather and Space

Use the story of Neil Armstrong and his first steps on the Moon to introduce the topic of space. Discuss the Sun, the Earth, the Moon and stars. Home in on the seasons and the changes that take place in each. Explore heat and insulation with the investigation about coats for snowmen.

### Notes

Study the seasons as they occur throughout the year.  
Children should already recognise the difference between hot and cold.  
Watch out for the misconception that insulation only keeps things warm.

Materials	Books	Useful Links
<ul style="list-style-type: none"> <li>• Globe</li> <li>• Plastic bottles</li> <li>• Felt or similar material</li> <li>• Elastic bands</li> </ul>	<ul style="list-style-type: none"> <li>• <i>I am Neil Armstrong</i> by Brad Meltzer</li> <li>• <i>Roaring Rockets</i> by Tony Mitton</li> </ul>	<a href="http://www.nasa.gov">www.nasa.gov</a> <a href="http://www.esa.int/ESA_in_your_country/Ireland">www.esa.int/ESA_in_your_country/Ireland</a>

### Key Vocabulary

History	Geography	Science
Neil Armstrong space moon rocket NASA	the Sun the Earth the Moon stars autumn winter spring summer	hot cold heat melt

Integration	Home/Parental Involvement
<p><b>Language:</b> Use the story of Neil Armstrong as a non-fiction text for oral language.</p> <p><b>Visual Arts:</b> Create drawings and paintings and/or construct the Sun, Earth, Moon and stars. Explore colour in relation to the different seasons of the year.</p> <p><b>Physical Education:</b> Use the local environment for outdoor and adventure activities, e.g. walking to find signs of the season or season-based treasure hunts.</p> <p><b>Drama:</b> Use the context of space, astronauts and life in space as a stimulus in drama development.</p>	<p>Look at and discuss the Sun, Moon and stars at home.</p> <p>Observe the signs of each season throughout the year.</p> <p>Draw children's attention to ways of keeping things hot and cold at home, e.g. flasks, slippers, cooler boxes.</p>

Theme Overview			
<p><b>D</b> indicates an <i>Explorers</i> Digital Resource on FolensOnline.</p> <p><b>P</b> indicates an <i>Explorers</i> Print Resource in the <i>Explorers</i> Student Book/printable on FolensOnline.</p>			
LESSON 1		LESSON 2	
LESSON 3			
HISTORY	<p><b>Focus: The story of Neil Armstrong</b></p> <p>Brainstorm the word 'space'. Record on a KWL chart what the children know and want to know about space.</p> <p><b>D Neil Armstrong: Story</b> Listen to the story. Discuss the main events in Neil's life and why he is remembered. Add to the L section of the KWL.</p>	<p><b>Focus: The Moon Landing</b></p> <p><b>D The Moon Landing: Video</b> Watch the video of Neil Armstrong's journey to the moon. Imagine what it would have been like on the journey and when they landed on the Moon. Re-enact the landing. Add to the L section of the KWL.</p>	<p><b>Focus: Respond to the story</b></p> <p><b>P Neil Armstrong p. 24 + Neil Armstrong Printable</b> Cut and stick the pictures from the story in the correct order. Brainstorm questions for Neil. Use the questions to hot-seat the teacher as Neil.</p>
	GEOGRAPHY	<p><b>Focus: The Sun, Earth, Moon and stars</b></p> <p><b>D Space: Explore</b> Explore the Sun, Earth, Moon and stars. Discuss some features of each. Explore Earth further using a globe. Find Ireland and other places the children have visited, or where they have family and friends. Add to the L section of the KWL.</p>	<p><b>Focus: The Sun, Earth, Moon and stars</b></p> <p><b>D Space: Explore</b> Recall facts about the Sun, Earth, Moon and stars. Recap as required. Explore Earth using Google Maps. Zoom in on places found on the globe in the previous lesson. <b>P Space p. 25</b> Follow the instruction for each item on the page. Add to the L section of the KWL.</p>
SCIENCE		<p><b>Focus: Hot and cold</b></p> <p>Revise hot and cold. Sort/list hot things and cold things. Identify sources of heat in the classroom and at home. Rub hands together to make heat. Why is it important to keep things hot/cold?</p>	<p><b>Focus: Investigate keeping cold</b></p> <p><b>D The Snowman: Discuss</b> Present the problem and different viewpoints. Discuss each viewpoint. Vote on who to side with. <b>P Investigate: Coats for Snowmen p. 27</b> Make predictions. Carry out the investigation. Record the results and conclusion.</p>

Curriculum Information	
<b>History</b>	
Stand and Strand Unit	Skills
<p><b>Story: Stories</b></p> <ul style="list-style-type: none"> <li>• Listen to, discuss, retell and record through pictures and other simple writing activities some stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries in a variety of ways</li> <li>• Become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of 'ordinary' as well as 'famous' people</li> <li>• Express or record stories through art work, drama, music, mime and movement and using information and communication technologies</li> <li>• Display storyline pictures showing episodes in sequence</li> </ul>	<p><b>Working as a historian</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Time and chronology</li> <li><input checked="" type="checkbox"/> Using evidence</li> <li><input checked="" type="checkbox"/> Communication</li> </ul>
<b>Geography</b>	
Stand and Strand Unit	Skills
<p><b>Natural environments: Plant Earth in space</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss the Sun, Moon and stars</li> </ul> <p><b>Natural environments: Weather</b></p> <ul style="list-style-type: none"> <li>• Recognise that some weather patterns are associated with seasonal change and distinguish between summer and winter</li> </ul>	<p><b>A sense of place and space</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> A sense of place</li> <li><input checked="" type="checkbox"/> A sense of space</li> </ul> <p><b>Maps, globes and graphical skills</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Picturing places</li> </ul> <p><b>Geographical investigation skills</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Questioning</li> <li><input checked="" type="checkbox"/> Observing</li> <li><input type="checkbox"/> Predicting</li> <li><input type="checkbox"/> Investigating and experimenting</li> <li><input type="checkbox"/> Estimating and measuring</li> <li><input checked="" type="checkbox"/> Analysing</li> <li><input checked="" type="checkbox"/> Recording and communicating</li> </ul>
<b>Science</b>	
Stand and Strand Unit	Skills
<p><b>Energy and Forces: Heat</b></p> <ul style="list-style-type: none"> <li>• Identify ways of keeping objects and substances warm and cold</li> </ul>	<p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Questioning</li> <li><input checked="" type="checkbox"/> Observing</li> <li><input checked="" type="checkbox"/> Predicting</li> <li><input checked="" type="checkbox"/> Investigating and experimenting</li> <li><input type="checkbox"/> Estimating and measuring</li> <li><input type="checkbox"/> Analysing</li> <li><input checked="" type="checkbox"/> Recording and communicating</li> </ul> <p><b>Designing and making</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Exploring</li> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Making</li> <li><input checked="" type="checkbox"/> Evaluating</li> </ul>